NEW JERSEY DEPARTMENT OF EDUCATION

OFFICE OF TITLE I

2015-2016 TITLE I SCHOOLWIDE PLAN*

050 School 1

*This plan is only for Title I schoolwide programs that are **_not_** identified as a Priority or Focus Schools.

SCHOOLWIDE SUMMARY INFORMATION - *ESEA*§1114

DISTRICT INFORMATION	SCHOOL INFORMATION
District: PATERSON	School: 050- Renaissance One School of Humanities
Chief School Administrator: DR. DONNIE W. EVANS	Address: 11th Avenue & East 31st Street
Chief School Administrator's E-mail:superintendent@paterson.k12.nj.us	Grade Levels: Pre-K –Grade 5
Title I Contact: Marguerite Sullivan	Principal: Petra Liz-Morell
Title I Contact E-mail: msullivan@paterson.k12.nj.us	Principal's E-mail:plizmorell@paterson.k12.nj.us
Title I Contact Phone Number: 973 321-2331	Principal's Phone Number: 973- 321-0490

Principal's Certification

The following certification must be made by the principal of the school. Please Note: A signed Principal's Certification must be scanned and included as part of the submission of the Schoolwide Plan.

❑ I certify that I have been included in consultations related to the priority needs of my school and participated in the completion of the Schoolwide Plan. As an active member of the planning committee, I provided input for the school's Comprehensive Needs Assessment and the selection of priority problems. I concur with the information presented herein, including the identification of programs and activities that are funded by Title I, Part A.

_____   _____   _____

Principal's Name (Print)   **Principal's Signature**   **Date**

SCHOOLWIDE SUMMARY INFORMATION - *ESEA§1114*

Critical Overview Elements

- The School held _____3_____ (number) of stakeholder engagement meetings.

- State/local funds to support the school were $ ___57,000.00___, which comprised ___42_% of the school's budget in 2014-2015.

- State/local funds to support the school will be $___66,000.00___, which will comprise ___49___% of the school's budget in 2015-2016.

- Title I funded programs/interventions/strategies/activities in 2015-2016 include the following:

Item	Related to Priority Problem #	Related to Reform Strategy	Budget Line Item (s)	Approximate Cost
School Based Literacy Supervisor Salary	1,2,3,4	Job embedded Professional Development to build teacher capacity	Salary	$21,828.00
School Based Literacy Supervisor Benefits			Benefit	$3,072.00
School Based Math Supervisor Salary		Job embedded Professional Development to build teacher capacity	Salary	$31,250.00
School Based Math Supervisor Benefits			Benefit	$8,250.00
School Based Data Supervisor Salary		Job embedded Professional Development to build teacher capacity	Salary	$4,003.00
School Based Data Supervisor Benefits			Benefit	$1,483.00

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA* §1114(b)(2)(B)(ii)

ESEA §1114(b)(2)(B)(ii): *"The comprehensive plan shall be . . . - developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school;"*

Stakeholder/Schoolwide Committee

Select committee members to develop the Schoolwide Plan.

Note: For purposes of continuity, some representatives from this Comprehensive Needs Assessment stakeholder committee should be included in the stakeholder/schoolwide planning committee. Identify the stakeholders who participated in the Comprehensive Needs Assessment and/or development of the plan. Signatures should be kept on file in the school office. Print a copy of this page to obtain signatures. **Please Note**: A scanned copy of the Stakeholder Engagement form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

Add lines as necessary.

Name	Stakeholder Group	Participated in Comprehensive Needs Assessment	Participated in Plan Development	Participated in Program Evaluation	Signature
Petra Liz-Morell	Administrator Principal	X		X	
JoAnn Barca	Administrator Vice Principal	X		X	
Lisa Portelli	Leveled Literacy Intervention Teacher	X		X	
Sunjoo Kim	Grade 4 Math Teacher	X			
Helaine Rapkin	Resource Teacher	X			
Mary McCaffrey	Grade 4 ELA Teacher	X			
Anntonnette Butt	Grade 3 ELA Teacher	X			
Alex Venturo	Guidance Counselor	X			
Rosa Alonso Colon	Secretary/Parent	X			

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA* §1114(b)(2)(B)(ii)

Stakeholder/Schoolwide Committee Meetings

Purpose:
The Stakeholder/Schoolwide Committee organizes and oversees the Comprehensive Needs Assessment process; leads the development of the schoolwide plan; and conducts or oversees the program's annual evaluation.

Stakeholder/Schoolwide Committee meetings should be held at least quarterly throughout the school year. List below the dates of the meetings during which the Stakeholder/Schoolwide Committee discussed the Comprehensive Needs Assessment, Schoolwide Plan development, and the Program Evaluation. Agenda and minutes of these meetings must be kept on file in the school and, upon request, provided to the NJDOE.

Date	Location	Topic	Agenda on File		Minutes on File	
			Yes	No	Yes	No
9/14-6/15 Monthly Faculty Meetings	Renaissance One	Schoolwide Plan Development	X		X	
9/14-6/15 Grades Pre-K-5 Data Team Meetings Once every 6 day cycle	Renaissance One	Needs Assessment Plan Development	X		X	
9/14-6/15 Grades K-5 PLC Meetings Once every 6 day cycle	Renaissance One	Needs Assessment Plan Development	X		X	
ScIP Meeting 3/10/15	Renaissance One	Comprehensive Needs Assessment Program Evaluation	X		X	
5/13/15 ScIP Meeting	Renaissance One	Comprehensive Needs Assessment Program Evaluation	X		X	

Add rows as necessary.

School's Mission

A collective vision that reflects the intents and purposes of schoolwide programs will capture the school's response to some or all of these important questions:

- What is our intended purpose?
- What are our expectations for students?
- What are the responsibilities of the adults who work in the school?
- How important are collaborations and partnerships?
- How are we committed to continuous improvement?

What is the school's mission statement?	It is the mission of Renaissance One School of Humanities, in partnership with parents and the community, to empower each child to achieve his or her fullest potential in becoming lifelong learners and responsible citizens. We are committed to fostering high expectations, promoting positive attitudes and to achieving equity and excellence in a safe and nurturing environment. Encouraging every student to succeed in their career or college choice as a citizen of a global economy.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of 2014-2015 Schoolwide Program *
(For schools approved to operate a schoolwide program in 2014-2015, or earlier)

1. Did the school implement the program as planned?
   The program was implemented as outlined the 2014-2015 School-Wide Plan.

2. What were the strengths of the implementation process?
   The strengths of the implementation process was the ongoing progress monitoring of student achievement during weekly data team meetings and PLCs ,using data from Performance Matters to analyze STAR and Unit Assessments to tailor instruction. Information gathered was used to modify instruction during the ELA and Math blocks as well as during scheduled intervention periods.

3. What implementation challenges and barriers did the school encounter?
   District initiatives were introduced to staff after the development of the 2014-2015 School-Wide Plan. Therefore, there was a need to make revisions in order to reflect new programs. Changes to grade level assignments required new teacher training for specific grade level and resulted in disruption of instruction.

4. What were the apparent strengths and weaknesses of each step during the program(s) implementation?

   The strengths identified during the implementation process were the involvement of all stakeholders in each of the steps and the availability of data on a timely basis, which allowed us to measure progress and adjust instruction as identified.
   One of the challenges encountered by the staff in grades K-2 ELA was the number of initiatives and the amount of District training necessary for those teachers to implement the programs.

5. How did the school obtain the necessary buy-in from all stakeholders to implement the programs?

    Meetings were held with all stakeholders to analyze data to identify priority problems and root causes. The staff evaluated current strategies to identify those that work well and those that needed to be revised or eliminated. In addition, new strategies were developed based on best practices to target priority program outlined.

6. What were the perceptions of the staff? What tool(s) did the school use to measure the staff's perceptions?

    Staff completed Professional Development Survey indicating their specific needs for the 2014-2015 school years PD.

7. What were the perceptions of the community? What tool(s) did the school use to measure the community's perceptions?

    A community forum was held to address the PARCC Assessment. Parents who were in attendance expressed their concerns regarding the fact that there was too much on- going testing throughout the year at the expense of instructional time. They seemed to be surprised at the rigor of the newly developed Core Curriculum Standards.

8. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.)?

    All intervention programs in the areas of English Language Arts, Mathematics, and ELL were conducted in small groups.

9. How did the school structure the interventions?

    There were several programs used to improve student achievement. Intervention periods were scheduled twice a week for forty minutes outside the English and Language Arts and Mathematics blocks for struggling students identified by assessments such as Star, unit and /or classroom assessments in kindergarten through grade 5. Teachers worked with groups of three to four students to provide targeted instruction in areas of need.

    The Fountas & Pinnell Leveled Literacy Intervention Program (LLI) was used by the reading intervention teacher with small groups of three to four students in grades 1-2 for forty minutes on a daily basis. In addition, the program was used by resource teachers

and classroom teachers in grades 1-5 during their scheduled intervention periods. As a result of data analysis this intervention program was implemented to students that were identified in need of intensive support to achieve grade-level competency.

The Success Maker Program was used by struggling students in Mathematics in grades 3-5 for twenty minutes on a daily basis for the first half of the school year. IXL.com was utilized by Grade 5 students on a daily basis for both ELA and Math for a portion of the school year. These programs were scheduled within and outside the math blocks.

Learning.com was used by technology teacher in Grades K-5 to assist in the development of 21st Century skills.

10. How frequently did students receive instructional interventions?

Please see above.

11. What technologies did the school use to support the program?

The Success Maker and IXL (Grade 5 ELA/MATH) programs are technology based intervention programs. Students were scheduled to use the computer daily for a period of 20 minutes on these programs. The programs continuously analyzed each student's actual performance and automatically created a personalized path through the curriculum based on his or her personal strengths and challenges. Learning.com was a program implemented during technology instruction as per district initiative. This program focused on improvement of technology skills for 21st century learning.

12. Did the technology contribute to the success of the program and, if so, how?

These technologies successfully pinpointed the specific areas where a student struggled and focused on addressing areas of difficulty while advancing students through areas where they showed content mastery. Data was used by teachers to provide targeted instruction during intervention periods as well.

Provide a separate response for each question.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Student Performance

State Assessments-Partially Proficient

Provide the number of students at each grade level listed below who scored partially proficient on state assessments for two years or more in English Language Arts and Mathematics, and the interventions the students received.

English Language Arts	2013-2014	2014-2015	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency (Be specific for each intervention).
Grade 4	6 Students	TBD	NJ ASK After School Program PARCC Preparation Program Resource Push-in /Pull-out 40 minute daily intervention periods provided by classroom/resource teachers using LLI program.	**2013-2014** Overall data shows student growth slightly decreased. **2014-2015** TBD
Grade 5	7 Students	TBD	NJ ASK After School Program PARCC Preparation Program Resource Push-in /Pull-out 40 minute daily intervention periods provided by classroom/resource teachers using LLI program.	**2013-2014** Overall data shows that student growth stayed the same. **2014-2015** TBD

Evaluation of 2014-2015 Student Performance

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

State Assessments-Partially Proficient

Provide the number of students at each grade level listed below who scored partially proficient on state assessments for two years or more in English Language Arts and Mathematics, and the interventions the students received.

Mathematics	2013-2014	2014-2015	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency (Be specific for each intervention).
Grade 4	3 Students	TBD	NJ ASK After School Program PARCC Preparation Program Resource Push-in /Pull-out Success Maker 40 minute daily intervention periods provided by classroom/resource teachers	**2013-2014** TBD **2014-2015** TBD
Grade 5	4 Students	TBD	NJ ASK After School Program PARCC Preparation Program Resource Push-in /Pull-out Success Maker 40 minute daily intervention periods provided by classroom/ resource teachers.	**2013-2014** TBD **2014-2015** TBD

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Student Performance
Non-Tested Grades – Alternative Assessments (Below Level)

Provide the number of students at each non-tested grade level listed below who performed below level on a standardized and/or developmentally appropriate assessment, and the interventions the students received.

English Language Arts	2013 -2014	2014 -2015	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency (Be specific for each intervention).
Pre-Kindergarten				
Kindergarten	Mondo: Initial Screening: Total students-45: 33% not proficient Final Screening: Total students-45: 15% not proficient STAR Early Literacy Initial Screening: Total students-65: 45% not proficient Final Screening: Total	Mondo: Initial Screening: Total students-36 not proficient 87% Final Screening: Total students-31 not proficient 77% STAR Early Literacy Initial Screening: Total students-51: 51% not	Phonics First Program 40 minute daily intervention periods provided by classroom and resource teachers	According to MONDO data, students decreased in proficiency by 10% According to STAR data, students increased in proficiency by 39%

	students-65: 14% not proficient <u>Unit I Assessment:</u> 35% <u>Unit V Assessment:</u> 20%	proficient Final Screening: Total students-51 not proficient 12%		
Grade 1	<u>Mondo:</u> Initial Screening: Total students-34 47% not proficient Final Screening: 34 Total students-21% not proficient <u>STAR Early Literacy</u> Initial Screening: Total students-47 32%not proficient Final Screening:	<u>Mondo:</u> Initial Screening: Total students-42 not proficient 67% Final Screening: Total students-44 not proficient 52% <u>STAR Early Literacy</u> Initial Screening: Total students-64: 38% not	2013-2014 Fountas & Pinnell Leveled Literacy 2014-2015 Fountas & Pinnell Leveled Literacy Intervention Program (LLI) 2013-2014 CEIS Summer School Program 2014-2015 CEIS After School Program 40 minute daily intervention periods provided by classroom teacher	According to MONDO data, students increased in proficiency by 17% According to STAR data, students increased in proficiency by 16% All students who attended CEIS summer school program increased in proficiency and attained benchmark on post assessment tests. All students who attended CEIS After School Program attained benchmark on post assessment test. According to LLI data, students: Grade 1: 52% of the 1st grade total student population (22 of the 42 students) received LLI Intervention. These students were identified from results of the initial MONDO screening which showed these students to fall below the grade level expectation. Final MONDO screening results showed 27% (6 of the 22 students) reached grade level proficiency; 45% (10 of the 22 students) made progress but remain slightly below grade level expectations; and .27% (6 of the 22 students) are

49 Total students- 12% not proficient Unit I Assessment: 38% not proficient Unit V Assessment: 17% not proficient	proficient Final Screening: Total students- 67 not proficient 21%		significantly below grade level goals and have been recommended for retention, I&RS, CST. Barrier: • Due to PARCC testing administration the continuity of instruction was disrupted significantly. Grade 2: .05% (2 students of the total 2nd grade population) received LLI Intervention based on initial MONDO results. Both students made progress but continue to fall below 2nd grade proficiency. Barriers: • One student was identified ELL; the other was a transfer who entered significantly below grade level expectations. • Due to PARCC testing administration the continuity of instruction was disrupted significantly. Grade 3: 45% of the 3rd grade total student population (14 of 31 students) received LLI Intervention. These students were identified from results of the initial MONDO screening which showed these students to fall below the grade level expectation. Final MONDO screening results showed 43% (6 of the 14 students) reached grade level proficiency or higher. 57% (8 of the 14 students) made progress but currently remain below grade level expectations. 38% (3 of the 8 students) are currently identified with special needs and will continue to receive in

				class resource support. 63% (5 of the 8 students) have been recommended to attend Summer School, for retention, and/or referred to CST.
Grade 2	Mondo Initial Screening: Total students- 37 51% not proficient Final Screening: Total students- 37 TBD not proficient STAR Reading Initial Screening: Total students- 34 38% not proficient Final Screening: Total students- 36 33% not proficient	Mondo Initial Screening: Total students- 36 not proficient 14% Final Screening: Total students- 35 not proficient 29% STAR Reading Initial Screening: Total students- 36: 19% not proficient Final Screening: Total students- 35 not proficient	Resource Push-in/Resource Pull-out 2013-2014 Fountas & Pinnell Leveled Literacy 2014-2015 Fountas & Pinnell Leveled Literacy Intervention Program (LLI) 40 minute daily intervention periods provided by classroom teacher	According to MONDO data, students decreased in proficiency by 15% According to STAR data, students increased in proficiency by 10. Interventions were not implemented on a consistent basis.

Unit I Assessment: 39% not proficient Unit V Assessment: 42%not proficient	9%	

Mathematics	2013 -2014	2014 - 2015	Interventions Provided	Describe why the interventions provided *did* or *did not* result in proficiency (Be specific for each intervention).
Pre-Kindergarten	N/A	N/A	N/A	
Kindergarten	N/A	SGO Baseline Pretest 52 Students Not proficient 40% SGO Baseline Post test 42 Students Not proficient 9%	40 minute daily intervention periods provided by classroom/resource teachers.	According to baseline data scores students increased in proficiency by 31%

Scores from one class were not inputted into performance matters |

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Grade 1	**STAR Math:** Initial screening: Total students: 48 31% not proficient Final screening: Total students: 49 20% not proficient **Unit I Assessment: 33% not proficient** **Unit V Assessment: 17% not proficient**	**STAR Math:** Initial screening: Total students: 64 22% not proficient Final screening: Total students: 67 27% not proficient	40 minute daily intervention periods provided by classroom/resource teachers.	According to STAR data, students decreased in proficiency by 5%
Grade 2	**STAR Math:** Initial screening: Total students: 35 40% not proficient	**STAR Math:** Initial screening: Total students: 36 31% not	40 minute daily intervention periods provided by classroom Resource Push-in/Resource Pull-out	According to STAR data, students increased in proficiency by 14%

	Final screening: Total students: 36 22% not proficient **Unit I Assessment: 27% not proficient** **Unit V Assessment: 28% not proficient**	proficient Final screening: Total students: 35 17% not proficient	

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Interventions and Strategies

Interventions to Increase Student Achievement – **Implemented in 2014-2015**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA Mathematics	Students District Supervisors Principal Teachers	Align Instructional Program	Yes	Lesson Plans Walk Through Forms Long/Short Observations Pre/Post Conferences Data Team Agendas and Minutes	Lesson objectives and instructional strategies were aligned with instructional practices to ensure that student's demonstrated knowledge learned as measured by walkthrough form. Principal/District Supervisors: Monitored and help facilitate scheduled data team meetings focusing directly on curriculum and instruction. Agenda and minutes were shared and compiled. Developed a calendar that reflected scheduled times for daily classroom visits and learning walks. Teachers: Developed lesson objectives that were tied to the curriculum guides and taught objectives according to district pacing guidelines.
		Monitor Academic Progress	Yes	Summative and Formative Assessment Reports Lesson Plans showing implementation of the following ELA programs/assessments:	ELA/ on PARCC will increase as per the directives adopted by central office. Percentage to be determined. Teachers: Monitored the academic progress of students and used data to help determine appropriate interventions. Summative and formative assessments were used to adjust instruction for students. Evidence was

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
				1.Leveled Literacy Intervention Program 2.Phonics First-K 3.SRA Imagine It Phonics Program Grades K-2 4.Writer's Workshop Grades K-5 5. IFL 6.Comprehension Clubs 7.Wonder Works Grade 3 8.Wordly Wise Grade 4	seen in lesson plans, observation of instruction and data reports. The data as reflected in the following: By end of 2016 teacher scores on the media X Teacher Evaluation in Standard(2a) will increase by one level. Scores in Teacher Evaluation in Standard (4 a,b,c) will increase by one level.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA Mathematics	Students District Supervisors Principal Teachers	Provide Academic Support to struggling students	Yes	Teacher Schedules Intervention Plans	Provided academic support through an intervention plan to at risk students. Classroom and academic support teachers worked collaboratively to develop and implement a program for each child based on need. Scheduled this year 2 periods per week in which the classroom teacher met with those students identified at risk in small groups. Individual student folders were maintained to document/show skills addressed and completed tasks. Principal: Analyzed a variety of data sources to identify lowest performing students. Scheduled at least two periods of intervention for struggling students outside the Reading and Math block. Assisted teachers to determine how to adjust instruction to target individual student needs. Monitored the instructional delivery as a result of data analysis through lesson plans and observations of instruction. Teachers: Utilized summative and formative assessments to identify lowest performing students and developed an

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
READING	Students District Supervisors Principal Teachers	SRA Imagine It! Phonics Kit Institute For Learning Units **Accountable** **Talk** to the Learning Community. Students actively participate in classroom talk. Listen attentively. Elaborate and build on each other's ideas. Work to clarify or expand a proposition. **Accountability to Knowledge** specific and accurate knowledge. Appropriate evidence for claims and arguments. Commitment to getting it right. **Accountability to Rigorous Thinking** synthesizes several sources of information. Construct explanations and test understanding of concepts. Formulate conjectures and	Yes	Teacher Schedules Intervention Plans	intervention plan to meet student needs. Provided small group instruction and learning centers that delivered targeted instruction to address areas of need. Progress monitored at frequent intervals to determine student progress. All lesson plans in Grades K-2 included the phonics program to develop early literacy skills needed to apply the concepts of the Common Core State Standards. Instruction in phonological and phonemic awareness; systemic, explicit phonics; and fluency instruction was observed. All lesson plans included IFL Units of study by grade level as required by the district. Units provided students new information in manageable segments that were sequenced to build on existing knowledge of language and genre and explicitly related to overarching questions and core concepts of each unit. IFL units also required students to interpret text and synthesize multiple sources of information. Instructional tasks included assessing their understanding of concepts by applying and discussing them using accountable talk.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		hypotheses. Employ generally accepted standards of reasoning. Challenge the quality of evidence and reasoning. Guided Reading -monitoring comprehension/use of strategies Modeling explicit techniques of when/how to apply strategies Graphic/Semantic Organizers Interactive Read Alouds: (various genres including poetry) -Model/Guide Practice	Yes	Teacher Schedules Intervention Plans	Lesson plans reflected guided reading and behaviors for planning, grouping; formative/summative assessment indicating student growth was observed. Observed behavior of students synthesizing teacher demonstrations and ability to take on that role and apply strategies independently Lesson plans reflected lessons in which students were asked to complete graphic organizers independently by eliciting ideas from text and demonstrating the hierarchy of ideas. Student demonstrated the ability to critically analyze content, style, author's craft of selections during small group/one-to-one conferencing. Lesson plans reflected the use of novels to help students make connections, recognizing higher level themes/ideas /concepts.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
	Students District Supervisors Principal Teachers	Novel studies through direct instruction/ cooperative learning Leveled Literacy Intervention- (Grades 1-5) Close Reading Question, Answer Relationship strategy (QAR) Wonder Works Grade 3 Wordly Wise Grade 4	Yes		Teacher lesson plans and schedules reflected the implementation of LLI during the designated intervention periods. The use of leveled books, explicit skill lessons, running records, increased fluency/comprehension skills through implementation of this program. Lesson plans reflected the implementation of close reading. Students were engaged in deconstructing complex text and used deep critical thinking skills to understand central idea, vocabulary and text structure. Observed an Increase in students' ability to answer multiple questioning types: "Right There", "Think & Search" (explicit), "Author & You" (implicit), "On Your Own" (background knowledge). All lesson plans in Grade 3 included the phonics program to continue the development of literacy skills needed to apply the concepts of the Common Core State Standards. Instruction in phonological and phonemic awareness; systemic, explicit phonics; and fluency instruction was observed.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA		Learning.com	Yes Yes		Lesson plans reflected the implementation of systematic vocabulary instruction which assists in developing the critical link between the development vocabulary, and reading comprehension. Implemented during technology instruction for the improvement of 21st Century Skills (Career and College Readiness). Pre and Post Assessments will be conducted.
WRITING	Students District Supervisors Principal Teachers	EXEMPLARY WRITING: Narrative/Expository Grades 3-5 Writing about Reading: Shared, Interactive, Independent Writer's Workshop Grades K-5 (incorporating 6 + 1 Trait Writing)			Lesson plans reflected evidence of a clearly organized management system modeled by way of mini-lessons; demonstrating progression which leads to successful independence as writers, concentrating on the six traits. Evidence of student work was generated in notebook designated for writing. Lesson plans reflected writing activities developed and executed through a writer's workshop model that consisted of 4 units. Each unit provided explicit, direct teaching of the writing process. These lessons included mini-lessons, conferring, revising and sharing. Observation of posted charts for students

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		IXL Language Arts Grade 5	Yes		to utilize as well as student writing folders, including reference sheets. Students progressed through 116 varying language arts skills. Both classes attempted approximately 15,000 problems over 50 hours. 24 out of 26 students demonstrated an improvement in Language Arts skills as explanations and examples are presented with each problem answered incorrectly until students were able to demonstrate an understanding of the concept.
		Provide Academic Support to struggling students			

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
Mathematics	Students District Supervisors Principal Teachers	Explicit modeling to determine what has to be accomplished	Yes		All mathematics lesson plans included DOLs and evidence of multiple response strategies being implemented.
		enoBoard; Interactive Activities			Lesson plans reflected introduction to process. Students dissected problems to determine what they already knew and made decisions as to how to solve. This process was followed by guided and student independent practice.
		SuccessMaker			Internet based activities were used to enhance automaticity to demonstrate application. Internet based activities were used to enhance automaticity Internet based activities provided supplemental resources of skills.
		Journal Activities;			

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
Mathematics	Students District Supervisors Principal Teachers	collaborative partner problem sharing	Yes		All students completed the problem of the day or DO Now in their math journal. Students worked independently and then with their peers to solve problems.
		Differentiated Center Activities			
		Institute for Learning Math Units K-5			Lesson plans reflected grouping of students in centers to reinforce concepts learned in lessons.
		IXL Mathematics Gr. 5			Lesson plans for mathematics reflected IFL units. These units used a conceptual based approach to teaching and learning mathematics.
					Students progressed through 320 varying mathematics skills. Both classes attempted approximately 19,000 problems over 72 hours. All 26 students demonstrated an improvement in Mathematics skills as explanations and examples are presented with each problem answered incorrectly until students demonstrate an understanding of the concept.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Homeless	N/A			
Math	Homeless	N/A			
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA Math	ELL Students ELL Teacher	Provide Academic Support to struggling ELL students		Teacher Schedules Intervention Plans (Jan –June 2015)	Lesson plans reflected the implementation of systematic vocabulary instruction which assists in developing the critical link between vocabulary and reading comprehension.
ELA	Economically Disadvantaged	N/A			
Math	Economically Disadvantaged	N/A			

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Extended Day/Year Interventions – **Implemented in 2014-2015 to Address Academic Deficiencies**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA/ MATH	Grade 3-5 Students	Summer School Program Gr. 3-5		Student percentage growth on STAR Assessment determined by the District.	Students who attended the program demonstrated sufficient growth in the July administration of STAR and were promoted to the next grade.
ELA/ MATH	Grade 3-5 Students	PARCC After School Program		TBD based on PARCC results	TBD based on PARCC results
ELA	Grade 1 Students	CEIS After School Program		STAR percentage growth on STAR Assessment determined by the District.	Nine first grade students were identified as in need of intervention. Students who attended the program demonstrated sufficient growth over the 66 day program as demonstrated on the April administration of STAR.
ELA	Grade 1 Students	CEIS Summer School Program		Reading A-Z Oral Reading Fluency Pre and Post Tests Phonics First Pre and Post Tests	Students who attended the summer program were able to attain benchmark scores on post assessment tests.
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	N/A			
Math	ELLs	N/A			
ELA	Economically Disadvantaged	N/A			
Math	Economically Disadvantaged	N/A			

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Interventions and Strategies

Professional Development – **Implemented in 2014-2015**

1 Content	2 Group	3 Strategy	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
All Content Areas	All K-5 Staff	Conduct Data Team Meetings & PLCs once on a six day cycle focusing on the three priority problems specified in the plan: Working With Text Narrative & Expository Writing Problem Solving	Yes	Agendas Minutes Sign In Sheets Walk Through Forms Intervention Plans Data Team Binders Agendas, Sign in sheets, and Certificates of Participation are provided for all Data Team Meetings. 100% of Teachers will maintain Intervention plans/folders and Data Binders.	All staff members K-5 had a scheduled data team meeting once a week during a six day cycle and PLC. Teachers met within content areas and specific grade levels: K-1 English Language Arts and Mathematics, Grades 2-3 English Language Arts, Grades 2-3 Mathematics, Grades 3-4 English Language Arts, Grades 3-4 Mathematics, Grades 4-5 English Language Arts, and Grades 4-5 Mathematics. All teachers maintained a data team binder and intervention folders which were reviewed by the administrator.
All Content Areas 9/02/14-	All Pre-K-5 Staff All Pre-K-5 Staff	Conduct Faculty Meetings addressing the elements of the Paterson Effective School Model School –Based Training:	Yes	Agendas Minutes Sign In Sheets Agendas, Sign in sheets, and Certificates of Participation are provided for all Faculty meetings. Sign-in sheets, Agenda	Faculty meetings were conducted the first Monday of each month. District information and initiatives were shared. Agendas for every meeting were provided to the staff as well as any handouts pertaining to the topics discussed. Staff sign in sheets were maintained. All staff members were trained in District/School Goals, Policies & Procedures.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Strategy	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
Faculty/Staff Orientation Training 9/03/14 – Faculty/Staff Orientation Training: 10/2/14 Success Maker 10/8/14 SGO Tier Training 10/29/14 Differentiated Instruction	All Pre-K-5 Staff Pre-K-5 Staff 4-5th Teachers Pre-K 5th Teachers PK-5th Teachers K-5th Teachers	Conduct Faculty Meetings addressing the elements of the Paterson Effective Schools Model School-Based Training 9/02/14- Faculty/Staff Orientation Training 9/03/14 – Faculty/Staff Orientation Training: 10/2/14 Success Maker 10/8/14 SGO Tier Training	Yes	Agenda, hand-outs, sign-in sheets Agenda, hand-outs, sign-in sheets Agenda, hand-outs, sign-in sheets Agenda, hand-outs, sign-in sheets Agenda, hand-outs, sign-in sheets	Faculty meetings were conducted the first Monday of each month. District information and initiatives were shared. Agendas for every meeting were provided to the staff as well as any handouts pertaining to the topics discussed. Staff sign in sheets were maintained. Teachers were provided with a link from PdPro to register and provide survey feedback that is quantifiable. All staff members were trained in District/School Goals, Policies & Procedures. Staff received training from Principal/Vice Principal on teacher evaluation process as outlined in the Teacher Performance Evaluation Packet. Training for: Edivation, Getting Started Guide Documents. Recycling Program Overview. Staff received training from Principal/Vice Principal on School Safety Procedures. Principles of Learning: Organizing for Effort IFL Accountable Talk. Teachers received training on the use of Success Maker by Dr. Salviano

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Strategy	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
11/14/14 Performance Matters Training	Lunch Monitors	10/29/14 Differentiated Instruction		Agenda, sign-in sheet	Teachers received training on the use of Performance Matters database to access student information by Mr. Anthony Licamara.
11/17/14 Lunch Monitor's Role	K-1 Teachers	11/14/14 Performance Matters Training		Agenda, Sign-in sheet	Principal/Vice Principal conducted training for lunch monitors on procedures and expectations.
2/2/2014 IFL Walk Through	1-5th Grade Teachers, Resource Teachers			Agenda, sign-in sheet	Staff received training from Principal/Vice Principal on the Development of SGOs.
2/20/15 PARCC Assessment Training	Support Staff			Agenda, hand-outs, sign-in sheet	Staff received training from Vice Principal on Differentiated Instruction.
2/24/15 PARCC Security Training	Pre-K-5th Grade			Agenda, hand-outs, sign-in sheet	Teachers received training on the use of Performance Matters database to access student information by Mr. Anthony Licamara.
3/4/15 Becoming a Change Agent	ScIP Panel			Agenda, hand-outs, sign-in sheets, certificates	Principal/Vice Principal conducted training for lunch monitors on procedures and expectations.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Strategy	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
3/10/15 ScIP Panel	K-1 Teachers			Agenda, hand-outs, sign-in sheets, certificates	Conducted by District IFL Team and Principal/Vice Principal and ELA Supervisor. Feedback was given to teachers observed.
4/21/15 IFL Walk Through	Gr. 4 Teachers & Support Staff			Agenda, hand-outs, sign-in sheets, certificates	Conducted by School Testing Coordinator, Alternate Testing Coordinator and Device Manager to provide Testing Administrators and Proctors with all necessary PARCC
4/22/14 NJAsk Science Training	PreK-5th Staff			Agenda, hand-outs, sign-in sheets, certificates	Conducted by School Testing Coordinator on security procedures for administration of PARCC.
5/6/15 Teacher Evaluation Reminders & Updates	ScIP Panel			Agenda, hand-outs, sign-in sheets, certificates	Conducted by Principal/Vice Principal to support staff with 21st Century Education needs and practices.
5/13/15 ScIP Panel	Pre-K-5th Teachers			Agenda, hand-outs, sign-in sheets, certificates	Meeting with ScIP Members to discuss School Planning.
District Workshops Various Content Areas 9/14-6/15				Agenda, hand-outs, sign-in sheets, certificates	Conducted by District IFL Team and Principal/Vice Principal and ELA Supervisor. Feedback was given to teachers observed.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Strategy	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
Out of District Workshops: Math 8/6-7/2014 ELA/Math 8/26-27/2014 Math 11/19/2014 Math 5/20/15	Resource Teacher Resource Teacher Resource Teacher Resource Teacher			Certificate/Agenda, hand-outs Certificate/Agenda, hand-outs Certificate/Agenda, hand-outs Certificate/Agenda, hand-outs	Training on procedures for the administration of NJAsK Science Assessment for Administrators and Proctors. Training provided to staff by Principal on Teacher Evaluation Process. Meeting with ScIP Members to discuss School Planning. Teachers received training on initiatives pertaining to and provided by the district throughout the year. Staff attended the following workshops specified to their content/grade: *ELA/Math IFL: K-5 *Writer's Workshop: K-5 *Phonics First *FOSS Science *PARCC Assessment *Technology:Learning.Com * Creative Curriculum: Pre-K * GOLD Assessment : Pre-K

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Strategy	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
Various	Vice Principal			Certificate, Agenda, hand-outs	Conducted by LRC on Building Fraction Sense with Manipulatives Gr. 3-5 Conducted by LRC on Appreciating, Approaching and Applying the Common Core State Standards Conducted by NJDOE on Multiplication and Division in Grades 3-5 Conducted by NJDOE on Incorporating Mathematical Practices in the Classroom Gr. K-5 Vice Principal attended training on development of Functional Behavior Assessments and Behavior Plans. Will utilize this information to ensure students are provided with appropriate plans.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Strategy	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Strategy	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Homeless	N/A			
Math	Homeless	N/A			
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	N/A			
Math	ELLs	N/A			
ELA	Economically Disadvantaged	N/A			
Math	Economically Disadvantaged	N/A			

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Family and Community Engagement **Implemented in 2014-2015**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
6/2/15	Kindergarten Parents All content Areas	Transitioning into Kindergarten Orientation	YES	Sign-in Sheets, Agenda	TBD
All Content Areas	Parents	Home School Council Meetings		Sign-in Sheets/Agenda	Home School Council Meetings were held throughout the year. One was held before the September Back to School Night which was open to all parents. 9/15/14, 12/10/14, 1/20/15, 2/4/15, 3/11/15, 4/29/15
All Content Areas	Parents	Back to School Night Parent Teacher Conferences		Sign-in Sheets Agenda	1.) Parents visited their child's classroom on 9/14/14. Attendance was 54% 170 parents. 2.) Three District scheduled Parent Teacher Conferences this year in the evening (11/18/14, 2/10/15, 4/23/15). November attendance: 68% 217 parents February attendance 55% 177 parents April attendance 73% 233 parents

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
All Content Areas	Parents	Election of Home School Council Members		Sign-in Sheets Agenda Ballots	Home School Council elections were held on September 14, 2014. The following positions were filled: Vice President: Tiombae Wilson Secretary: Tamika Wiggins Treasurer: Charmaine Scott
All Content Areas	Parents	PARCC Community Forum		Sign-in Sheets Agenda	A Parent Community Forum was conducted on the evening of Attendance kept by the PTO. to discuss the upcoming PARCC Assessment
All Content Areas	Parents	Increase communication between home and school		1. Parent Student Handbook 2. Parent Survey 3. Parent Link Summary Reports 4. Monthly Calendar 5. School Website 6. Field Day 7. Class Trips 8. District Highlights	1) Parents/Student Handbook was reviewed and revised by the administrator in collaboration with the members of the Home School Council and SILT. It was distributed along with the Compact in September 2014. 2) Parent Survey Return: parents 3) Parent Link messages in English and Spanish were sent by the administrator to all parents to announce special activities and/or emergency information. A summary report was received via e-mail to the administrator after each message indicating the number of unsuccessful calls made. A list of non-working home

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
					numbers was given to the Parent Liaison to follow-up and update. 4) Monthly calendars were sent informing parents of school events, programs, and important dates. 5) A school website was implemented advising parents of upcoming events and celebrations. 6) Parents attended and actively participated at Field Day conducted on 5/22/14 at East Side Part. 7) Parents volunteered to accompany their child's class on field trips held during the year. 8) Special events such Hispanic Heritage Celebration, Dr. Seuss, School/District Spelling Bees, etc. were displayed in the District's Highlights and on the School website.
ELA	ELLs	N/A			
Math	ELLs	N/A			
ELA	Economically Disadvantaged	N/A			
Math	Economically Disadvantaged	N/A			
ELA		N/A			

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
Math		N/A			

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Principal's Certification

The following certification must be completed by the principal of the school. Please Note: Signatures must be kept on file at the school. A scanned copy of the Evaluation form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

❑ I certify that the school's stakeholder/schoolwide committee conducted and completed the required Title I schoolwide evaluation as required for the completion of this Title I Schoolwide Plan. Per this evaluation, I concur with the information herein, including the identification of all programs and activities that were funded by Title I, Part A.

_____   _____   _____

Principal's Name (Print)   **Principal's Signature**   **Date**

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

ESEA §1114(b)(1)(A): "A comprehensive needs assessment of the entire school [including taking into account the needs of migratory children as defined in §1309(2)] that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in §1111(b)(1). "

2015-2016 Comprehensive Needs Assessment Process
Data Collection and Analysis

Multiple Measures Analyzed by the School in the Comprehensive Needs Assessment Process for 2015-2016

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Academic Achievement – Reading/ Writing	1.) STAR Early Literacy 2.) STAR Reading 3.) ELA Unit Assessments 4.) MONDO	**1.)Star Early Literacy** **Kindergarten** **Beginning of the Year:** Deficit- 51% Established- 49% **End of Year:** Deficit- 12% Established-88% **Summary** **ESTABLISHED: 39% increase** **Grade 1** **Beginning of the Year:** Deficit-38% Established-63% **End of Year:** Deficit- 21% Established- 79% **Summary**

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
		ESTABLISHED: 16 % increase
		2.) STAR Reading
		Grade 2
		Beginning of the Year:
		Below Benchmark-19%
		At/Above Benchmark-81%
		End of Year:
		Below Benchmark- 9%
		At/Above Benchmark- 91%
		Summary
		ESTABLISHED: 10% increase
		Grade 3
		Beginning of the Year:
		Below Benchmark- 20%
		At/Above Benchmark-80%
		End of Year:
		Below Benchmark- 35%
		At/Above Benchmark- 65
		Summary
		ESTABLISHED: 15% decrease
		Grade 4
		Beginning of the Year:
		Below Benchmark- 19%
		At/Above Benchmark-81%

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
		End of Year: Below Benchmark- 0% At/Above Benchmark- 100% **Summary** **ESTABLISHED: 19 % increase** **Grade 5** **Beginning of the Year:** Below Benchmark- 30% At/Above Benchmark-70% **End of Year:** Below Benchmark- 22% At/Above Benchmark- 78% **Summary** **ESTABLISHED: 8% increase** **3.) MONDO** **Kindergarten** *Beginning of Year:* Students at Deficit-87% Benchmark-13% *End of Year:* Students at Deficit- 77% Benchmark 23%

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
		Grade 1 *Beginning of Year:* Students at Deficit- 67% Benchmark- 33% *End of Year:* Students at Deficit- 52% Benchmark-48% **Grade 2** *Beginning of Year:* Students at Deficit-14% Benchmark- 86% *End of Year:* Students at Deficit-29% Benchmark- 71%
Academic Achievement - Mathematics	1) STAR Math 2) Math Unit Assessments	1) **Grade 1** *Beginning of Year (Fall)* At/Above Benchmark- 78% Below Benchmark- 22% *End of Year (Spring)* At/Above Benchmark- 73% Below Benchmark- 27%

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
		Summary At/Above Benchmark 5% decrease **Grade 2** *Beginning of Year (Fall)* At/Above Benchmark- 69% Below Benchmark- 31% *End of Year (Spring)* At/Above Benchmark- 83% Below Benchmark-17% **Summary** At/Above Benchmark 14% increase **Grade 3** *Beginning of Year (Fall)* At/Above Benchmark- 80% Below Benchmark- 20% *End of Year (Spring)* At/Above Benchmark- 87% Below Benchmark- 13% **Summary** At/Above Benchmark 7% increase

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
		Grade 4 *Beginning of Year (Fall)* At/Above Benchmark-81% Below Benchmark- 19% *End of Year (Spring)* At/Above Benchmark- 94% Below Benchmark- 6% **Summary** At/Above Benchmark 13% increase **Grade 5** *Beginning of Year (Fall)* At/Above Benchmark- 81% Below Benchmark- 19% *End of Year (Spring)* At/Above Benchmark- 85% Below Benchmark-15% **Summary** At/Above Benchmark 4 % increase

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
	2.) Unit Assessments	**2)Kindergarten Proficiency Baseline:** *Unit 1: 89%* *Unit 2: 82%* *Unit 3: 88%* *Unit 4: --* *Unit 5:* **Grade 1 Proficiency** *Unit 1: 71%* *Unit 2: 73%* *Unit 3: 79%* *Unit 4: --* *Unit 5:* **Grade 2 Proficiency** *Unit 1: 65%* *Unit 2: 70%* *Unit 3: 65%* *Unit 4: --* *Unit 5:* **Grade 3 Proficiency** *Unit 1: 71%* *Unit 2: 69%* *Unit 3: 73%* *Unit 4: --* *Unit 5:*

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
		Grade 4 Proficiency
		Unit 1: 64%
		Unit 2: 74%
		Unit 3: 69%
		Unit 4: --
		Unit 5:
		Grade 5 Proficiency
		Unit 1: 76%
		Unit 2: 61%
		Unit 3: 70%
		Unit 4: --
		Unit 5:
Family and Community Engagement	Back to School Night Report Card Nights School Events, i.e. Paterson Music Program. After School Events	Attendance Records
Professional Development	1) Data Team Meetings and Monthly Faculty Meetings 2) Seven staff in-service workshops conducted throughout the year	1) Professional development during data team meetings and monthly faculty meetings were based on state, district, and school level initiatives. They supported teacher capacity building in content, delivery of instruction, aligning objectives to the National Common Core Standards. Professional development opportunities enhanced data analysis beyond summative assessments by teachers becoming familiar with the planning and implementation of demonstrations of learning, and multiple response strategies aligned with lesson objectives to provide rigorous lessons that

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
		promote student growth. Teachers were trained on effective utilization of the Renaissance Learning Star web-based reporting tool which provides consolidated reports for teachers, students and parents. These reports give explicit information regarding each student's strengths and weaknesses. In addition, this data was used to guide individual student learning paths. Other professional development opportunities included training of the evaluative rubrics used in walk-throughs, effective feedback to measure student achievement and teacher performance which is being instituted as a state mandate. 2) Teachers received training by the Principal on student growth objectives as well as on the teacher performance evaluation process.
Leadership	1) Lesson Plans 2) Walk Through 3) Teacher Observation/Evaluation 4) Data Team Meetings	1) Lesson plans were reviewed by the administration every week as per schedule provided during Teacher Orientation meeting. Anecdotal records were kept regarding date of submission, quality of plans, and areas of need of improvement. A rubric was used to assess all components of the submitted plans, that is aligned to the teacher observation rubric. 2) Conducted in the areas of language arts and mathematics in grades Pre-K -5. District Walk through Form was used to identify strengths and weaknesses. Approximately 10 walk throughs a week were conducted. 3) Non-tenured teachers were formally observed three times this year. Evaluations are available on Media-X and hard copies were kept on file at the Human Resource Department and the school. Horizontal/ vertical data team meetings were conducted once every six day cycle. Agendas and minutes were kept on file and used in planning of professional development.
School Climate and Culture	Culture and Climate Survey	The National School Climate Council (2007) recommends that "school

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
		climate" and "positive and sustained school climate" be defined in the following ways: "School climate is based on patterns of peoples' experiences of school life and reflects norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures." "A sustainable, positive school climate fosters youth development and learning necessary for a productive, contributive, and satisfying life in a democratic society. This climate includes norms, values, and expectations that support people feeling socially, emotionally and physically safe. People are engaged and respected. Students, families and educators work together to develop, live, and contribute to a shared school vision. Educators model and nurture and attitude that emphasizes the benefits of , and satisfaction from learning. Each person contributes to the operations of the school as well as the care of the physical environment. In overall, there seems to be abundant literature on school climate form different parts of the world that documents a positive school climate: • Having a powerful influence on the motivation to learn • Mitigating the negative impact of the socioeconomic context on academic success • Contributing to less aggression and violence; less sexual harassment • Acting as a protective factor for the learning and positive life development of young people. • Furthermore, in addition to these areas, studies around the world also indicate that quality of the school climate is also responsible for academic outcomes as well as the personal development and well-being of pupils. There is extensive research that shows school climate having a profound impact on students' metal and physical health. Survey conducted at Renaissance One came from the PBSIS program and was inclusive of the following areas: Administrative Leadership, School Climate and Culture Questions, Effective Instruction, Curriculum-Assessment and Intervention System, Effective Staffing practices, Parent

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
		and community engagement. Results were measured using a Likert scale measured as: Unsatisfactory, Progressing, Proficient, and Exemplary. AS indicated in the Fall Survey 20% of the staff agreed that they were comfortable with the area of differentiation of instruction strategies. During 2014-2015 school years we addressed these areas of staff development by conducting PLCs during the school year as part of the grade level meetings, and Data team meetings in order to improve overall proficiency in these aforementioned areas. The results from the survey conducted in May of 2015, 31.25% of the staff indicated that the developed professional development in the area of differentiation of instruction as Exemplary, 37.50% Proficient, 12.50% Progressing, and 18.75% Unsatisfactory.
School-Based Youth Services	CEIS Program Boys & Girls Club Program Paterson Music Program PARCC After School Program	
Students with Disabilities	Resource Teachers Intervention Programs for Reading & Math	
Homeless Students	N/A	
Migrant Students	N/A	
English Language Learners	Access for ELLs WAPT for identification and placement of students according to their proficiency levels.	In January 2015 ELL Teacher began working with identified students on a push-in pull-out basis Grades K-3 with the goal of improving students'Annual Measurable Achievement Objectives. Title III of *No Child Left Behind* requires states to establish two annual measurable achievement objectives that define expectations for English language growth for each year students receive instruction in a language assistance program. These objectives were determined after review of

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
		existing data on New Jersey students and discussion with teachers and administrators. The first objective is to show "annual increases in the number or percentage of children making progress in learning English." In New Jersey, this objective is defined as follows: *In 2013-2014, 100% of all LEP students will increase one level of English language proficiency after each year of English language instruction.* The second objective is to show "annual increases in the number or percentage of children attaining English proficiency by the end of each school year. . . ". In New Jersey, this objective is defined separately for those in grades K to 4 and Grades 5 to 12. The separate objectives are as follows: *Grades K-4: In 2013-2014, 100% of all LEP students will achieve English language proficiency and exit the program in four full years or less. Grades 5-12: In 2013-2014, 100% of all LEP students will achieve English language proficiency and exit the program in five full years or less or meet New Jersey high school graduation requirements.*
Economically Disadvantaged	N/A	

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

2015-2016 Comprehensive Needs Assessment Process*
Narrative

1. What process did the school use to conduct its Comprehensive Needs Assessment?

   This information can be gathered in a variety of ways, including norm-referenced tests, informal assessment, criterion-referenced tests, ecological assessment, curriculum-based assessment, curriculum-based measurement, dynamic assessment, portfolio assessment, authentic/naturalistic/performance–based assessment, task analysis, outcome-based assessment, and learning styles assessment (Pierangelo & Giuliani, 2005).

   During the needs assessment process, data was collected and analyzed using Performance Matters. The stakeholders involved in the process and techniques for collecting data for the needs assessment included the following: members of the School Improvement Panel, Professional Development Committee, the Assistant Superintendent, Literacy/Math/Assessment Department Directors and Supervisors were involved in this task. PTO meetings, faculty meetings, and data team meetings were utilized to identify strengths and weaknesses.

2. What process did the school use to collect and compile data for student subgroups?

   Currently, the district is utilizing Performance Matters, a technology based data analysis system to assist the school with disaggregating STAR,   and Unit Assessments.

3. How does the school ensure that the data used in the Comprehensive Needs Assessment process are valid (measures what it is

   designed to measure) and reliable (yields consistent results)?

   District mandated tests (STAR) and district quarterly benchmarks were aligned to the district's curriculum and CCSI. All data, including disaggregated data, which are statistically sound, were provided by the scoring companies and were used to make general and specific inferences. This data collection was examined and utilized for programming and differentiated planning.

4. What did the data analysis reveal regarding classroom instruction?

   Data from the Unit Assessments indicated that in the area of mathematics students in grades k-5th declined from Unit 1 to Unit 5 by

   10%.

5. What did the data analysis reveal regarding professional development implemented in the previous year(s)?

Professional Development needs to be targeted to the specific grade and subject area. A teacher's subject-matter expertise supports student learning up to a point, but educational coursework appears to have a substantive value-added influence on student achievement (Monk,1994)

6. How does the school identify educationally at-risk students in a timely manner?

Effective assistance is provided to our At-Risk students through multiple means of addressing individual/pupil needs. The Interdisciplinary Coach, Leveled Literacy Intervention Teacher, and Resource Teachers are scheduled daily for inclusion and/or pullout services at each grade level. In addition, these students are eligible for after school and summer school programs offered by the district. Programs implemented to meet the needs of diverse learners are as follows:

Small group instruction differentiated learning centers, Success Maker, and the use of interactive technology. Students are assessed through formative assessment to monitor progress and grouped accordingly throughout the year. Reports generated from computer based measures are also used to plan for adapting instruction.

With the recent increase of programs designed for at-risk students, it becomes essential to review the available literature in order to define the students we focus upon and determine which practices have proved most effective. Although some published reports are either anecdotal or flawed by poor design (Cox, Davidson,& Bynum, 1995), consensus seems to be emerging regarding best practices for at-risk students.

Definitions of at-risk students

But we must first ask who is at-risk? And at-risk of what? Many organizational reports and even some scientific studies simply assume a definition without articulating it. Even among the available definitions, ambiguity is often the defining characteristic. Thus we find Jan Murdock's understanding, presumably a reflection of the Texas Education Agency's (TEA) official position, that at-risk children have a "greater likelihood of becoming [educationally] disabled because of conditions surrounding their births or home environments" (1999, p. 318). Richard Ashcroft (1999) writes of students "at risk for becoming delinquent." Richard Sagor (1999) cites "a mismatch between learner and learning system." And Susan Bickford (2001) equates at-riskness with violence. Indeed, all of these definitions have legitimacy.

However, based on the preponderance of available research, we can safely say that at riskness is most frequently manifested by poor academic and social skills that promote a general disconnection with the school culture. And we can further note that quite a bit of educational effort and funds are invested in remediating these factors.

Academic failure

Poor academic performance is a clear indication of "at-riskness" (Guerin & Denti, 1999, Karlsson, 1996; Murdock, 1999; Sagor, 1999). The concept seems to be both cyclical and progressive, in that academic failure increases the likelihood that a student will labeled at-risk of the ultimate academic failure: dropping out.

Indeed, one of the prime manifestations of academic failure, grade retention, is identified by Jay Smink (2000), Center Director of the National Dropout Prevention Newsletter, as a cause of dropping out. The research supports him. Slavin and Madden (1989, p. 4) define grade retention as among the "least effective" strategies for dealing with this population and note that "failing more students does have a misleading short-term effect on test percentiles or normal curve equivalents because the students are a year older when they take the tests. However, the long-term effects on student achievement are most often negative." Holmes and Matthews' meta-analytic study (1984, p. 232) concludes that "the potential [of grade retention] for negative effects consistently outweighs positive outcomes." And a more recent meta-analysis reveals a general failure "to demonstrate that grade retention provides greater benefits to students with academic or adjustment difficulties than does promotion to the next grade" (Jimmerson, 2001, Summary).

But even the concept of poor academic performance is not transparent. Mainstream views (Guerin and Denti, 1999; Karlsson, 1996) hold that academic deficiencies are primarily literacy-related. However, some are beginning to challenge that view. David O'Brien (2000, para. 4) argues that at-risk "adolescents are capable and literate if we view them from the perspective of multiliteracies in new times." And R. Neal Shambaugh (2000, Defining Literacy: A Personal Path)argues that "literacy includes personalized and sociocultural ways of reading the world for meaning." This post-modernist suspicion of the traditional dominance of print-literacy suggests that at-riskness is a cultural construct rather than an objective reality.

Disengagement

The second most commonly cited definition of at-riskness, disengagement from school, is also often considered a self-explanatory concept. A typical example is found in Duke and Griesdorn (1999, para. 2) where at-risk youth are identified as "students who just seem to get lost in large secondary schools." However, Husted and Cavalluzzo (2001, pp. 2-3) provide some insight into the syndrome by including disengagement in a constellation of related attitudes. Thus at-risk students are "disengaged from their high school, underachievers, unmotivated, and/or socially isolated disengaged, unmotivated, or otherwise unhappy in the traditional high school environment." Guerin and Denti (1999, para. 3) also provide insight by locating "alienation from school" among factors such as "low self-esteem, limited language proficiency and lack of positive adult role models." And Susan Bickford (2001, p. 3) locates disengagement between "disruption in the classroom" and "youth violence." Disengagement, then, seems to relate to some sort of socio-emotional failure to participate in the school culture.

Deviance

Although most often associated with criminal behavior, deviance more generically refers to any behavior that deviates from mainstream norms. We have already noted Sagor's description of "mismatch" between learner and environment (1999). Most researchers take a more definite stance and identify as a defining characteristic such as behavioral difficulties (Slavin & Madden, 1989; Guerin& Denti, 1999), social isolation manifested by emotional problems and low self-esteem (Duke and Griesdorn, 1999; Guerin and Denti, 1999;. Husted and Cavalluzzo, 2001; Karlsson, 1996), anti-social peer groups (Slavin & Madden, 1989), criminal activity (Bickford, 2001), and low socioeconomic status (Gueirin and Denti, 1999; Husted and Cavalluzzo, 2001; Karlsson, 1996.) Interestingly, Slavin and Madden (1989) actually identify schools with a preponderance of low SES children as a risk-factor in and of itself.

7. How does the school provide effective interventions to educationally at-risk students?

   At-Risk students are identified through a variety of assessments, which include screenings, diagnostic, formative, and summative. Screening assessments such as STAR/DIBELS give an indication of which students may warrant focus support to bring each student to grade level expectations. Diagnostic assessments are used to assist teachers in identifying areas of need for struggling students and guide instruction. Formative assessments such as district benchmarks assess student progress at regular intervals throughout the school year. The scheduling of these assessments provides data consistently which ensures continual evaluation thus effective intervention. Intervention strategies implemented consist of Progress Monitoring, small group instruction, and differentiated learning centers.

8. How does the school address the needs of migrant students?

   N/A

9. How does the school address the needs of homeless students?

   N/A

   How does the school engage its teachers in decisions regarding the use of academic assessments to provide information on and improve the instructional program?

   Teachers analyze a variety of formative assessments to identify at risk students as well as those at low risk. Assessment data is discussed at data team meetings to develop intervention plans and to group students for differentiated instruction.

10.

How does the school help students transition from preschool to kindergarten, elementary to middle school, and/or middle to high school? Preschool to Kindergarten

According to The Florida Center for Parent Involvement, "moving from preschool or home to kindergarten is one of the most significant transitions young children will experience." Parents need to help children deal with complex emotions and address reactions to the change.

Norma Richard, assistant professor of education at the National College of Education of National-Louis University suggests in the article "From Preschool to Kindergarten" in the National PTA's magazine *Our Children*, that parents "think of this transition as an opportunity for your child to grow," and use it "to help your child cope with the difficulties she will face in terms of loss and separation."

Things parents can do to help children navigate this uncertain time include:

- *Create a loving environment*: Provide a warm, nurturing environment at home where a child feels unconditional love.
- *Set standards for behavior*: Have rules and be clear what is and is not acceptable behavior.
- *Develop a routine*: Knowing what to expect at home makes dealing with changes outside the home easier. Have a predictable schedule including a set mealtime and bedtime. Try to eat dinner as a family as much as possible.
- *Be observant*: Watch for changes in a child's behavior at home and communicate with teachers regarding any changes in behavior at school. Let the child know that some children feel sad or nervous when leaving preschool. Ask how he is feeling.
- *Talk about it*: Ask questions, answer her questions and address her concerns. Richard suggests starting the conversation by mentioning a preschool field trip and then "ask, 'I wonder what trips your new teacher will take you on?'"
- *Listen*: Listen to a child's questions and concerns carefully so each can be addressed and reassurance provided. Let the child know it is okay to be sad, excited, scared or maybe all of those things at once.
- *Share*: A parent might share a story about a situation when he or she felt the same way about a change and how he or she handled it. Demonstrate for the child that he is not alone and that many people have similar experiences – even grown-ups.
- *Stay connected*: Provide reassurance that children will see preschool friends after graduation. Stay in touch by scheduling play dates during the summer and the new school year.
- *Say goodbye*: Have children say goodbye to teachers and friends. Make or purchase small gifts as a way for the child to recognize someone special. Let a child know it is okay to cry or feel sad. Learning how to say goodbye now, will make it easier later in life.

Helping preschoolers learn how to handle the transition to kindergarten will reduce the amount of stress experienced by the child and set an example of how to deal with adjustments throughout life. The benefits of helping children navigate change in a positive way include increased self-confidence, improved relationships with other children and adults, and more openness to new experiences.

By building a strong foundation for dealing with change early on, parents can give kids skills that will be used throughout life.

- "Transition Folder" is sent to the receiving school. This folder contain two (2) NJ ELAS samples, ELAS Literacy Prompt, Creative Curriculum Child Progress & Planning Report, Alphabet Knowledge Observation form, English Language Learner Profile Sheet (if applicable), CATSS/IEP form (if applicable), IPT booklet (if applicable), and contact information regarding sending school and teacher.
- The Preschool transition folder will be reviewed by teachers and provide opportunity to analyze children's authentic work samples with hopes of building a bridge between Pre-K and Kindergarten.
- A visitation is made by the students that attend the preschool program on site. This provides the opportunity to familiarize the students with their future learning environment.
- All appropriate special needs information is sent directly to either Guidance Department or the Child Study Team at the receiving school. Medical records are also sent directly to the school nurse.

Preschool CST will meet with K-5 CST to review IEP's of incoming Kindergarten students.

Elementary to Middle School

A review of the literature concerning transition of students from elementary school into middle school reveals a robust discussion about the challenges faced by young people in maintaining school engagement and academic success during these critical years. Upon entry into middle school, students are bombarded with environmental, social, psychological, and physiological changes that may overwhelm some. Lack of specific skills needed to cope with these stressors can have significant effects on an individual student's ability to adjust, maintain academic achievement, develop future aspirations, and sustain overall feelings of self -worth. The potential negative effects of school transition on youth in this stage of development have been well documented by research (Eccles & Midgley, 1989; Seidman LaRue, Aber, Mitchell, & Feinman, 1994; Wigfield & Eccles, 1994). Following the transition into middle school, many students feel less positive about their own potential and the importance of schooling. They may put forth less effort and give up more quickly. Grades may decline. There is a perceived decrease I support from school personnel and increased engagement with peer groups. Students with the most difficulty are frequently those who are unable to focus on school and learning. It is In this instance, students are transitioning or "changing" from elementary school to middle

school. The transition from elementary to middle school is a change that impacts not only students, but also their families, school staff, and the community. School transition is a process that involves four facets:

- Ready schools;
- Community participation and support;
- Family knowledge and involvement; and
- Schools/educational settings committed to preparing children.
- Transition should not be viewed from only the perspective of students and families, but rather should entail the perspective of families, students, teachers (elementary and middle school), Administrators, and community members as students move from one level of education to the next. School transition is not a "one size fits all "approach, but a framework that includes strategies as well as policies and procedures tailored to meet the needs of students, schools and communities

Making the transition into middle school is the first and most significant step to insuring a successful middle school experience. Our well-planned transition program helps our families and students have a greater peace of mind by providing the groundwork for a successful beginning of the middle school adventure. The comprehensive middle school transition program includes supports designed to:

- Help students form a realistic expectation of what middle school will be like;
- Provide a positive and successful first impression;
- Respond to the needs and concerns of students;
- Support school-initiated family and community partnerships;
- Demonstrate an inviting, supportive, and safe environment;
- Have multi-faceted guidance and support structures;
- Build a sense of community by supporting meaningful relationships and learning; and
- Ensure a successful introduction to the middle school experience.
- Guidance Counselor meets with parents of fifth graders to discuss possible school options for next year.
- Information regarding School Choice is distributed to parents.
- All necessary paperwork is forwarded to the new school.

11. How did the school select the priority problems and root causes for the 2015-2016 schoolwide plan?

The SCiP met to review all of the data collected during the needs assessment process. The data was then presented to the staff members at an in-service. Discussions were held and priority problems were selected and root causes identified. Need to update this process. Data retrieved from media x in regards to the observations conducted throughout the year indicated that more observations

should be conducted in order to observe the closure of lessons delivered, in order to comment on the quality of homework assignments given to the students.

Provide a separate response for each question.

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

2015-2016 Comprehensive Needs Assessment Process
Description of Priority Problems and Interventions to Address Them

Based upon the school's needs assessment, select at least three (3) priority problems that will be addressed in this plan. Complete the information below for each priority problem.

	#1	#2
Name of priority problem	Mathematics	Reading Comprehension
Describe the priority problem using at least two data sources	Students struggle with math concepts and math problem solving skills STARS Unit Assessments	Students struggle with fluency and comprehension skills STARS Unit Assessments
Describe the root causes of the problem	Teachers lack strategies to help students increase math skills.	Teachers lack strategies to assist students with reading comprehension
Subgroups or populations addressed	ELL SPED	ELL SPED
Related content area missed (i.e., ELA, Mathematics)	Mathematics ELA	Mathematics ELA
Name of scientifically research based intervention to address priority problems	Gersten, R., Beckmann, S., Clarke, B., Foegen, A., Marsh, L., Star, J. R., & Witzel, B. (2009). Assisting students struggling with mathematics: Response to Intervention (RtI) for elementary and middle schools (NCEE 2009-4060). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/publications/practiceguides/.	Shanahan, T., Callison, K., Carriere, C., Duke, N. K., Pearson, P. D., Schatschneider, C., & Torgesen, J. (2010). Improving reading comprehension in kindergarten A practice guide (NCEE 2010-4038). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from whatworks.ed.gov/publications/practiceguides.
How does the intervention align with the Common Core State Standards?	The interventions are aligned with the ELA standards	The interventions are aligned with the ELA standards

2015-2016 Comprehensive Needs Assessment Process
Description of Priority Problems and Interventions to Address Them (continued)

	#3	#4
Name of priority problem	Writing	Promote positive school climate and culture
Describe the priority problem using at least two data sources	Students struggle with expressing their ideas through writing. Stars Unit Assessments	Strong school cultures have better motivated teachers. Highly motivated teachers have greater success in terms of student performance and student outcomes. I am seeking to improve student performance to focus on improving the school's culture by getting the relationships right between the administration, the teachers, students and parents. As indicated on the School Culture and Climate Survey in the area of established a shared vision of success : Unsatisfactory was 12.50%, Progressing 12.50%, Proficient 43.75%, Exemplary 31.25%.
Describe the root causes of the problem	Teachers lack strategies to increase students' writing capacity	The moral of the school is low and there is no motivation.
Subgroups or populations addressed	ELL's, Special Education students, General Education	Teachers, Students, and parents
Related content area missed (i.e., ELA, Mathematics)	Math and ELA	Math and ELA
Name of scientifically research based intervention to address priority problems	**Writing Workshop** is a method of writing instruction developed by Lucy Calkins and educators involved in the Reading and Writing Project at Columbia University in New York City, New York. (Calkins, L (2006). *A Guide to The Writing Workshop, Grades 3-5*. Portsmouth, NH: First Hand).	Jonathan Cohen, "Social, Emotional, Ethical and Academic Education: Creating a Climate for Learning, Participation in Democraccy , and Well-Being," in Harvard Educational Review (Summer Vol. 76, No. 2), 201-237;

	This method of instruction focuses on the goal of fostering lifelong writers. It is based upon four principles; students will write about their own lives, they will use a consistent writing process, they will work in authentic ways and it will foster independence.	
How does the intervention align with the Common Core State Standards?	The intervention is aligned to the standards	The interventions are aligned to the standards

ESEA §1114(b) Components of a Schoolwide Program: A schoolwide program shall include . . . schoolwide reform strategies that . . . "

2015-2016 Interventions to Address Student Achievement

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
		*ESEA §1114(b)(I)(B) strengthen the core academic program in the school;*			
ELA	Students with Disabilities				
Math	Students with Disabilities				
ELA	Homeless	N/A			
Math	Homeless	N/A			
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs				
Math	ELLs				
ELA	Economically Disadvantaged	N/A			
Math	Economically Disadvantaged	N/A			
English Language Arts Mathematics	All K-5 Staff	Intervention Periods	Teachers Principal	Schedules Data Binder Intervention Folders Walk Throughs	Report of the National Reading Panel. Teaching children to read: An evidence-based assessment of the scientific

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ESEA §1114(b)(I)(B) strengthen the core academic program in the school;					
English Language Arts	Grades K-1 ELA Students	Phonics First	Teachers	Schedules Data Binder Intervention Folders Walk Throughs STAR Early Literacy- increase in proficiency ELA Unit Assessments Running Records	research literature on reading and its implications for reading instruction.
English Language Arts	Grades 1-5 ELA Students	Leveled Literacy Intervention Program	Teachers Intervention Teacher	Intervention Folders Running Records Lesson Plans Walk Throughs Assessment results of; STAR Early Literacy STAR Reading ELA Unit Assessments MONDO/Fountas and Pinnell Running Records Lesson Plans Walk Throughs	Harrison,L., Grehan, A., Ross, S., Dexter, E., & Inan,F. Leveled Literacy Intervention: Year 1 Evaluation as per American Educational Research Association, New York 2008

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

	ESEA §1114(b)(I)(B) <u>strengthen the core academic program in the school</u>;				
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Grades 3-5	Writer's Workshop*	Teachers Content Area Supervisors	Lesson Plans Walk Throughs	Report of the National Reading Panel. Teaching children to read: An evidence-based Assessment of the scientific research literature on reading and its implications for reading instruction.
ELA	Grade 3 ELA Students	Wonder Works	Teachers Content Area Supervisor	Lesson Plans Walkthroughs	Report of the National Reading Panel. Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction.
ELA	Grade 4-5 ELA Students	Wordly Wise	Teachers Content Area Supervisor	Lesson Plans Walkthroughs	Report of the National Reading Panel. Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction.

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

	ESEA §1114(b)(I)(B) <u>*strengthen the core academic program in the school*</u>;				
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Grades K-2 ELA Students	Open Court-Imagine It Phonics	Teachers Content Area Supervisor	Lesson Plans Walk Throughs	Association for Supervision and Curriculum Development, Council of Chief State School Officers, & McGraw-Hill Education. (2005).
	Grades 3-5 ELA Students	Novels	Classroom Teachers Resource Teachers	Lesson Plans Walk Throughs Renaissance STAR Reading-increase in proficiency	Hartman, D.K., & Hicks, C. (1996). Using literature in your Classroom. In J. Baltas & S. Shafer (Eds.), Balanced Reading: Grades 3-6 (pp. 47-59). New York: Scholastic Professional Books.
	Grades 1-5 ELA Students	Guided Reading	Classroom Teachers Resource Teachers	Lesson Plans Walk Throughs Renaissance STAR: Early Literacy/Reading-increase in proficiency	Report of the National Reading Panel. Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction. Report of the National Reading

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b)(I)(B) strengthen the core academic program in the school;					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
	Grades K-2 ELA Students	Comprehension Clubs	Teachers	Renaissance STAR Early Literacy, Reading ELA Unit Assessments Running Records	Panel. Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction.
Math	Grades 3-5 Math Students	Success Maker Learn Zillion *IXL Program (GR. 5)	Teachers	Summary Reports	Eric Westendorf Alix Guerrier
	Grades K-5 Students	Conceptual-based approach	Teachers	Renaissance STAR: Mathematics Unit Assessments	Institute For Learning

Use an asterisk to denote new programs.

2015-2016 Extended Learning Time and Extended Day/Year Interventions to Address Student Achievement

ESEA §1114(b)(I)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA and Math	All Students	Edivate, Teaching Channel	Principal	ELA	All Students
Math	Students with Disabilities				
ELA	Homeless	N/A			
Math	Homeless	N/A			
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs				
Math	ELLs				
ELA	Economically Disadvantaged	N/A			
Math	Economically Disadvantaged	N/A			
English Language Arts Mathematics		PARCC Afterschool Program	Lead Teacher	TBD	Education Reforms and Student at Risk: A Review of the Current State of Art January 1994
English Language Arts Mathematics	Grades 3-5 Students	Summer School Program	Lead Teacher	Student percentage growth on STAR Assessment determined by the District	Education Reforms and Student at Risk: A Review of the Current State of Art January 1994
English	Kindergarten			Student percentage growth on	

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b)(I)(B) increase the amount and quality of learning time, such as providing an <u>extended school year and before- and after-school and summer programs and opportunities</u>, and help provide an enriched and accelerated curriculum;

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
Language Arts Mathematics	All Students	CEIS Summer School Program	Lead Teacher	STAR Assessment determined by the District.	Wilson Program What Works in K-12 Literacy Staff Development By National Staff Development Council

Use an asterisk to denote new programs.

2015-2016 Professional Development to Address Student Achievement and Priority Problems

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and <u>ongoing professional development</u> for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA Math	Bilingual Sped General	On-site Instructional Teams consisting of one content area Supervisor of LAL, MATH, SPED and ELL, will provide consistent and data driven support for the instructional programs at each of the non-categorized school. In addition, a Data Supervisor, PD Coordinator, a Data Assessment Supervisor, and two NCLB Supervisors will collaborate to support the principals in analyzing programmatic and operational data to inform effective and	Principal Teachers School Site Based Supervisors	75% of students will benchmark on Unit Tests	Herman, R., Dawson, P., Dee, T., Greene, J., Maynard, R., Redding, S., and Darwin, M. (2008). Turning Around Chronically Low-Performing Schools: A practice guide (NCEE #2008-4020). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/publications/practiceguides. Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009). Using student achievement data to support instructional decision making (NCEE 2009-4067). Washington, DC: National

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and <u>ongoing professional development</u> for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		engaging instruction in each classroom. The Supervisory team members will also conduct both long and short observations to provide support and job-embedded professional development			Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/publications/practiceguides Marzano: Classroom Instruction that Work Systematic vocabulary instruction pg. 123-124 Daniel Pink: A Whole New Mind Partnership For 21st Century Skills Research has associated interventions incorporating explicit instruction with improved outcomes for students with learning difficulties for both basic skills and higher-level concepts (Baker, Gersten, & Lee, 2002; Biancarosa & Snow, 2004; Gersten et al., 2009; National Reading Panel, 2000; Swanson, 2000; Vaughn, Gersten, & Chard, 2000).
Math	Students with Disabilities				
ELA	Homeless	N/A			
Math	Homeless	N/A			
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs				

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and <u>ongoing professional development</u> for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
Math	ELLs				
ELA	Economically Disadvantaged	N/A			
Math	Economically Disadvantaged	N/A			
All Content Areas	Pre-K - 5 Staff	Conduct Data Team Meetings once on a six day cycle focusing on the three priority problems specified in the plan:	Principal Vice Principal Content Area Supervisors	Agendas Minutes Sign In Sheets Walk Through Forms Intervention Plans Data Team Binders	NJ Professional Development Standards: Learning Communities Collaboration
All Content Areas	Pre-K - 5 Staff	Conduct Faculty Meetings	Principal	Agendas Minutes Sign In Sheets Agendas, Sign in sheets, and Certificates of Participation are provided for all Faculty meetings.	NJ Professional Development Standards: Learning Communities Collaboration
All Content Areas	Pre-K-5 Staff	Plan and conduct district scheduled school based In-services:	Content Area Supervisors Principal	Agendas Minutes Sign In Sheets Hand Outs	NJ Professional Development Standards: Learning Communities Collaboration

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and <u>ongoing professional development</u> for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
All Content Areas	Pre-K - 5 Staff	Conduct Professional Learning Communities (PLCs) focusing on the three priority problems specified in the plan.	Teachers	Certificates of participation are provided for all school based In-service workshops. Agendas Minutes Sign In Sheets Hand Outs Agendas, Sign in sheets, handouts, and Certificates of Participation are provided for all PLCs.	Yoon, K. S., Duncan, T., Lee, S. W.-Y., Scarloss, B., & Shapley, K. (2007). Reviewing the evidence on how teacher professional development affects student achievement (Issues & Answers Report, REL 2007–No. 033). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southwest. Retrieved from http://ies.ed.gov/ncee/edlabs
English Language Arts and Mathematics Teachers	Pre-K - 5 Staff	Job –embedded Professional Development to support district initiatives *Comprehension Clubs *Wordly Wise * Wonder Works *Writer's Workshop *IFL English Language Arts Units *Mathematics Instructional Model	Content Area Supervisors	Lesson Plans Walkthroughs Observations Assessment Results	NJ Professional Development Standards: Learning Communities Collaboration Institute For Learning Teachers College Reading and Writing Project at Teacher's College, Columbia University

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and <u>ongoing professional development</u> for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
Math					

*Use an asterisk to denote new programs.

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of Schoolwide Program*
(For schools approved to operate a schoolwide program beginning in the 2015-2016 school year)

All Title I schoolwide programs must conduct an annual evaluation to determine if the strategies in the schoolwide plan are achieving the planned outcomes and contributing to student achievement. Schools must evaluate the implementation of their schoolwide program and the outcomes of their schoolwide program.

1. Who will be responsible for evaluating the schoolwide program for 2015-2016? Will the review be conducted internally (by school staff), or externally? How frequently will evaluation take place?

Internally, those responsible for evaluating the school-wide program for 2014-2015 will include the members of the ScIP Team, Guidance Counselor, and Content Area Supervisors. Externally, a mid-year review will be conducted by the Assistant Superintendant and the building Principal.

2. What barriers or challenges does the school anticipate during the implementation process?

None.

3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)?

The plan will be presented to stakeholders at the beginning of the year in different forums such as faculty meetings and Home School Council meeting. It will also be revisited throughout the school year to ensure implementation. Request for volunteers to establish focus groups to encourage feedback and recommendations from teachers, students and parents.

4. What measurement tool(s) will the school use to gauge the perceptions of the staff?

Surveys will be used to gauge the perceptions of staff. These surveys will include professional development needs and culture and climate.

5. What measurement tool(s) will the school use to gauge the perceptions of the community?

The measurement tool that will be used to gauge the perceptions of the community will be a survey. A welcome packet is sent at the beginning of the school year with information regarding the school and possible activities that will take place during the school year. Everyone

6. How will the school structure interventions?

Intervention periods will be scheduled on a daily basis on a six day cycle for designated students in the areas of English Language Arts and Mathematics.

7. How frequently will students receive instructional interventions?

Students' needs will determine the frequency in which they will receive instructional interventions.

8. What resources/technologies will the school use to support the school wide program?

    - Renaissance STAR which will provide assessments and reports
    - Technology components provided by and to supplement Writer's Workshop, Comprehension Clubs, SRA Imagine It Phonics (grades K-2)
    - Enoboard interactive activities in content areas
    - Success Maker – Mathematics (Grades 3-5)
    - Leveled Literacy Intervention Data Management System (Grades 1-5)
    - IXL.com (Grades 3-5)
    - Learning.com (K-5)

9. What quantitative data will the school use to measure the effectiveness of each intervention provided?

The quantitative data which the school will use to measure the effectiveness of each intervention will vary for each program implemented as identified throughout the school-wide plan for 2014-2015. The following is a list of programs in which reports are generated to provide quantitative data:

- Renaissance STAR: ELA/Mathematics
- Unit Assessments- ELA/Mathematics
- Success Maker- Mathematics
- Running Records- MONDO, Fountas and Pinnell
- IXL Data
- Learning.com

10. How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups?

The school will disseminate the results of the school-wide program evaluation to its stakeholder group through the following meetings scheduled throughout the year:

- Data Team – once every six day cycle

- Monthly Faculty/Staff Meetings

- Monthly ScIP Team Meetings

- Monthly Home School Council Meetings

Provide a separate response for each question.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

ESEA §1114 (b)(1)(F) Strategies to increase parental involvement in accordance with §1118, such as family literacy services

Research continues to show that successful schools have significant and sustained levels of family and community engagement. As a result, schoolwide plans must contain strategies to involve families and the community, especially in helping children do well in school. In addition, families and the community must be involved in the planning, implementation, and evaluation of the schoolwide program.

2015-2016 Family and Community Engagement Strategies to Address Student Achievement and Priority Problems

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities				
Math	Students with Disabilities				
ELA	Homeless	N/A			
Math	Homeless	N/A			
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs				
Math	ELLs				
ELA	Economically Disadvantaged	N/A			
Math	Economically Disadvantaged	N/A			
English Language Arts and Mathematics	All Parents	Home School Council Monthly Workshops 1)Analyzing Data	Home School Council Principal	Schedule of Monthly Home School Council Meetings Agenda	

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
English Language Arts	Grades K-5 Parents and Students	2)PARCC Information Session 3) Homework Help 4) I Can Problem Solve 5) Fall/Spring Community Forum 6) Kindergarten Orientation 7)Transitioning to Middle School Family Literacy Night	Teachers Principals	Sign In Sheets Workshop Evaluation Forms Increase of 5% in participation? Sign In Sheet Parent Evaluation Form	Lee Canter's Parent on Your Side for School-wide Parent Involvement Greenwood. G., E., & Hickman, C.W. (1991) Research and Practice in Parent Involvement: Implications for Teacher Education. The Elementary School Journal 907. 278-288.
English Language Arts and Mathematics	Pre-K Parents and Students	Art Show	Art Teacher Principal	Sign In Sheet Parent Evaluation Form	Lee Canter's Parent on Your Side for School-wide Parent Involvement
All Content Areas	All Parents and Students	Student Performances Paterson Music Program	Teachers	Sign In Sheet Parent Evaluation Form	Lee Canter's Parent on Your Side for School-wide Parent Involvement

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)

Use an asterisk to denote new programs.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

2015-2016 Family and Community Engagement Narrative

1. How will the school's family and community engagement program help to address the priority problems identified in the

   comprehensive needs assessment?

   The Family and Community engagement program will assist schools in addressing outlined issues through providing access to parent education programs such as Paterson Parent University, and the development of school action teams. In addition, the department will provide parent coordinators to provide parental issue resolve, and to coordinate the access of resources to parents to increase student achievement.

2. How will the school engage parents in the development of the written parent involvement policy?

   Parents will be engaged in the development of their parent involvement policy via school based HSC's, District-Wide HSC Leadership activities and School-based Action Teams.

3. How will the school distribute its written parent involvement policy?

   The district parent involvement policy is accessible via the district website and is available for paper distribution via the school's parent center and/ or main office if needed.

4. How will the school engage parents in the development of the school-parent compact?
   Parents will be engage in the development of the school-parent compact through involvement in their school-based HSC and school-based Action Team.

5. How will the school ensure that parents receive and review the school-parent compact?

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

Parents will receive a copy of their school-parent compact as part of their Welcome Back to School packet and the school –compact will be available in the school's parent center and/or main office. The Compact will also be accessible via the district and school Website.

6. How will the school report its student achievement data to families and the community?

   The annual School Report Card reports our data to the public. District mailings are sent out, updating parents on current highlights

   and events.

7. How will the school notify families and the community if the district has not met its annual measurable achievement objectives

   (AMAO) for Title III?

   Letters will be sent home with the students, specifically designed for the parents. The letter will include specific information

   regarding the students proficiency levels and academic language proficiency within the content areas of science, social studies, as

   well as the reading, speaking, listening and reading domains.

8. How will the school inform families and the community of the school's disaggregated assessment results?
   The school's disaggregated data is discussed at monthly Home School Council Meetings. The sharing of this information assists in school based decision-making progress. Adjustments are made accordingly.

9. How will the school involve families and the community in the development of the Title I Schoolwide Plan?
   The district will involve families and the community in the development of the Title I school wide plan via annual committees consisting of HSC leaders, district Staff members and community stockholders

10. How will the school inform families about the academic achievement of their child/children?

Throughout the year, supplementary reports are sent to the parents every four weeks as well as report cards are sent home at the end of each marking period to inform them about their child's progress. Copies of standardized test reports are also provided to parents at the end of the year

11. On what specific strategies will the school use its 2015-2016 parent involvement funds?

Decide on this.

Provide a separate response for each question.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA* §(b)(1)(E)

ESEA §1114(b)(1)(E) Strategies to attract high-quality highly qualified teachers to high-need schools.

High poverty, low-performing schools are often staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the *ESEA* requires that all teachers of core academic subjects and instructional paraprofessionals in a schoolwide program meet the qualifications required by §1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

Strategies to Attract and Retain Highly-Qualified Staff

	Number & Percent	Description of Strategy to Retain HQ Staff
Teachers who meet the qualifications for HQT, consistent with Title II-A	100%	Tuition reimbursement, professional development opportunities, district, and building support.
Teachers who do not meet the qualifications for HQT, consistent with Title II-A	0	
Instructional Paraprofessionals who meet the qualifications required by *ESEA* (education, passing score on ParaPro test)	100%	
Paraprofessionals providing instructional assistance who do not meet the qualifications required by *ESEA* (education, passing score on ParaPro test)*	0%	

* The district must assign these instructional paraprofessionals to non-instructional duties for 100% of their schedule, reassign them to a school in the district that does not operate a Title I schoolwide program, or terminate their employment with the district.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA* §(b)(1)(E)

Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. The schoolwide plan, therefore, must describe the strategies the school will utilize to attract and retain highly-qualified teachers.

Description of strategies to attract highly-qualified teachers to high-need schools	Individuals Responsible
Tuition reimbursement, professional development opportunities, district, and building support.	**Human Resources, Office of PD, Building Administrators**